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ABSTRACT

A study was conducted to describe teenage mothers and the variables that have an impact upon their marketability and employment status. The sample was composed of 84 adolescent childbearers (out of 303) who had participated in the Windward District (Hawaii) Continuing Education Class (CEC) between 1979 and 1986. Participants answered questionnaires related to their demographic characteristics, their educational experiences, and their work experience and aspirations. The study found that (1) the more educational support or influence received by the adolescent childbearer, the higher her level of educational attainment; (2) the more education she had, the more support she received in securing employment; (3) the employed reported fewer barriers to returning to regular school following the CEC experience than the unemployed; (4) the average employed subject had a high school diploma whereas her counterpart had some high school and an equivalency certificate; (5) the higher the age of the respondent, the higher her likelihood of living with her spouse or partner; (6) the more educational support or influence received by the teen mother, the greater her chance of getting a job; and (7) the availability of child care was identified as the major determinant of employment status. The study concluded that increased support, more education, more family courses, and more counseling were effective in helping teen mothers return to work and/or complete their education. (KC)

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State Board for Vocational Education

Office of the State Director for Vocational Education

TEEN MOTHERS IN HAWAII:

AN EXPLORATORY STUDY OF FACTORS LEADING TO EDUCATION AND EMPLOYMENT

Submitted by:

Carol H. Chang

Cindy Ann M. Shimomi

STATE BOARD FOR
VOCATIONAL EDUCATION

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Preface

High School can be an exciting time for students. Choices are many and opportunities abound--unless an unplanned pregnancy occurs.

The idea for this study originated during a monitoring visit at Windward District Continuing Education Center (CEC) for Pregnant Teens with Connie Lister and Louella Chang. We kept asking what we as individuals and as part of a state department could do to keep choices and opportunities part of a teen parent's life. Connie involved her husband, Dr. Larry Lister of the University of Hawaii School of Social Work and he in turn involved two very capable graduate students - the authors of this study. The results follow.

It is hoped that this information will be used to aid teen parents in developing their full potential as contributing members of the community.

Barbara Tavares
Coordinator of Special Services

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EXECUTIVE SUMMARY

INTRODUCTION

Because early childrearing responsibilities too often impact negatively upon the life chances of young mothers and limit opportunities, adolescent childbearers constitute a high risk population. Researchers have consistently found that the younger a woman is when she enters motherhood, the more likely she is to find herself unprepared for social independence. In addition to the emotional and psychological adjustments, the adolescent parent faces the increased likelihood of limited educational attainment, limited earning capacity, and economic dependence.

PURPOSE OF THE STUDY

Effective implementation of the Act first requires an understanding of the group's special circumstances. Thus, the present study was commissioned to: a) describe the target population, and b) explore, identify, and describe the nature and extent of variables that impact upon the population's marketability and employment status.

METHOD

The sample was comprised of 84 adolescent childbearers who had participated in the Windward District Continuing Education Class (CEC), a D.O.E. alternative school. A description of the Program can be found in Appendix B. From a list of 303 potential sample members provided by the CEC Program, these 84 females (through either mail, telephone, or face-to-face interviews) completed questionnaires to yield a response rate of 27%.

The questionnaire used consisted of 26 assessment questions developed from a review of the literature on adolescent childbearers and in consultation with the Office of the State Director for Vocational Education (See Appendix A). The first seven questions were related to the demographic characteristics of the young mothers in the study. The

following ten questions assessed the educational experiences of the women, and the final nine questions were work-related. Overall, the questionnaire was designed to determine the characteristics and circumstances that differentiated the employed females from the unemployed females in the sample.

The study was a one-group exploratory-descriptive research study; because of its non-experimental nature, descriptive statistics predominate the data analysis. Frequency distributions, cross-tabulations, chi-squares, Pearson correlation coefficients, and t-tests were included.

LIMITATIONS

The study contained a number of limitations. First, its non-experimental nature and one-group design prevented causal relationships among variables from being hypothesized or tested. In addition, the small sample size limits the degree to which the findings can be generalized to the larger population of females who deliver in their teens. As a result, interpretations of the data should be made with special care.

FINDINGS AND INTERPRETATIONS

Despite the limitations, a better understanding of the population emerged. While the results of the study are detailed in Chapter 3, the following is a brief summary of the most significant differences between the employed and unemployed members of the sample. These differences shed light on the variables related to the population's marketability and employment status.

Educational Attainment

1. The more educational support or influence received by the adolescent childbearer, the higher her level of educational attainment.

2. The more education she had, the more support she received in securing employment.

3. The employed reported less barriers to returning to regular school following the CEC experience than the unemployed.

4. The average employed subject had a high school diploma while her unemployed counterpart had some high school and a G.E.D. certificate. However, in the present sample, the high school diploma in itself did not prove sufficient in differentiating the working mother from the non-working. Rather, it was the attainment of at least some postsecondary education that appeared to be the significant factor, for while only 50% of those with high school diplomas were working, 81.25% of those with some postsecondary education were employed. As is the case with society at large, the study revealed that the adolescent childbearers' rate of employment increased in accordance with their level of schooling.

Living Arrangements

1. The higher the age of the respondent, the higher her likelihood of living with her spouse or partner.

2. The younger the respondent, the greater the likelihood of her living with family members. Respondents living with family members were found to have a higher rate of unemployment than those who were not residing in parental households, and respondents living with their spouse or partner were found to have a higher rate of employment than those who were not. (These findings are inconsistent with those in the literature and are discussed in Chapter 4).

Psycho-social Supports

1. The more educational support or influence received by the adolescent childbearer, the higher her level of educational attainment.

2. Those who had greater educational support also had greater support in getting a job, and held more full-time positions.

3. The more help the respondent received in gaining employment, the more full-time and part-time jobs she had, and the longer she remained at a single job.

4. The more educational support received, the fewer barriers contributing to educational disruption faced by the respondent.

5. The employed had more psycho-social supports in returning to school than the unemployed subjects.

6. The employed had twice as many types of support which influenced her in obtaining a job than the unemployed.

The results of the study revealed that the respondents who had secured employment appeared to have had a greater number of supportive people in their lives, and were likely to be the recipients of more types of aid than those who were unemployed. The availability of child care was identified as perhaps the major determinant of employment status since the young mother who wishes to further her education or work must first find someone to care for her child. Thus, respondents who received child care and/or financial assistance from family members had a higher rate of employment than those who did not.

Number of Children

1. The lower the number of children in residence, the greater the respondent's educational attainment.

2. The more children the adolescent childbearer had living with her, the less support she received in securing employment, and the less likely she was to be living with family members. In addition, those with more children in residence had a lower number of full-time jobs, and remained at a single position for a shorter length of time.

3. The employed had a mean of less than 1.5 children per household; the unemployed had nearly 2 children living with her. Respondents in the present study who had the responsibility for more than one child, specifically 3 or more children, were more often unemployed and dependent on welfare than those who mothered only one. Because increased child care costs reduce the "profitability" of working, employment rates decline.

Age

1. The higher the age of the respondent, the higher her likelihood of living with her spouse or partner, and of having a greater number of children. Also, the older she was, the more full-time jobs she held and the longer she remained at a single job.

2. The mean age for the employed was 21.5 years; the unemployed 20.6 years. However, respondents between the ages of 17 and 26 were found to comprise 83.34% of the unemployed population while only 16.66% of the non-working were between the ages of 23 and 26. Thus, as age and number of years after high school increased, so did the rate of employment.

Vocational Training

1. Employment rate seemed to further increase with access to vocational training. Although 75% of the total sample did not receive such services, of those who did participate in a formal training program, 54.55% were working.

Evidence from the study reveals that it is not a single factor that determines the adolescent childbearer's employment status but rather, the interplay of many. Age, educational attainment, the extent and nature of psycho-social and concrete support received, the number of children one has responsibility for, access to vocational training, and the availability and affordability of child care, all impact upon the female's ability to secure and maintain adequate employment, and thus, determine her life-long economic pattern.

IMPLICATIONS FOR IMPROVEMENT/INTERVENTION

The major factors which showed positive correlations with long term employment and education were:

-Vocational services including vocational courses, employment preparation, career counseling, job placement;

-Child care services that are affordable, offer flexible hours of operation, and are accessible by public transportation;

-Family care programs including case management which strengthen the support of the adolescent family's ability to deal with the demands and conflicts that arise when a new family unit is incorporated into an existing one;

-Family planning because subsequent pregnancies dramatically increase unemployment, educational distribution, and welfare dependence.

Improvement suggestions offered by CEC respondents reinforce the above findings and add other possibilities.

-the addition of courses on subjects such as human relations and single parenthood;

-boyfriend/husband participation in activities, classes, and discussions;

-the maintenance of close ties with the regular schools;

-stronger individualization of class work;

-the addition of specialized vocational classes (e.g. typing, use of business machines, etc.)

-a greater emphasis on personal and career counseling; and

-continued support after delivery (follow-up care).

A REVIEW OF THE LITERATURE REVEALS. . .

-- Approximately 45% of females between the ages of 15 and 19 today are sexually active before marriage. Thirty six percent of them become pregnant within two years of sexual activity commencement.

-- Every year, more than 1.3 million 13 to 19 year olds in this country become pregnant.

-- Over 470,000 infants born each year to mothers who have not yet reached their 20th birthday.

-- An estimated 93% of unmarried mothers between the ages of 15 and 19 kept and raised their children.

-- The girl who has an illegitimate child at the age of 16 suddenly has ninety percent of her life script written for her. (Campbell, 1968)

-- The differences in the average hourly wages for those who had their first child before the age of 18 and those who did not experience adolescent parenthood were large and statistically significant, as the women who had their first child during their teens earned considerably less than the others. (Borker, Loughlin, & Rudolph, 1979)

-- The cost (on the average) of adolescent motherhood was about two years in education.

-- A disproportionate number of women on welfare are teen mothers or are women who first went on welfare as teen mothers. (Blum, 1984; Moore & Burt, 1982; Furstenberg, 1976)

-- An estimate of 1985 indicates that total welfare-related expenditures associated with teenage childbearing have nearly doubled in the past ten years to $16.6 billion.

-- Between 1969 and 1972, there were 10,189 live births to females 10 to 19 years of age. Thirty percent were to females below 16 years of age including 4.2% to girls in the intermediate age group.

-- Approximately $451,620 per month, and $5,419,440 per year of government funds are needed to help the young mother.

THIS STUDY INDICATES. . .

-- While only 50% of those with high school diplomas were working, 81.25% of those with some postsecondary education were employed.

-- Given women's low wages, it is the rare female of any age who is so fortunate to hold a job that pays enough for her to support her family and meet the high cost of child care. (Chilman, 1983)

-- The respondents in the present study who had the responsibility for more than one child were more often unemployed and dependent on welfare than those who mothered only one. Because increased child care costs reduce the "profitability" of working, employment rates decline.

-- Employment rate seemed to further increase with access to vocational training.

-- The availability of vocational training, and the provision of supports that would allow such participation, would not only increase the population's employment rate, but open the door to higher-paying and more rewarding job opportunities as well.

CHAPTER 1

INTRODUCTION

Adolescent pregnancy is a widely recognized problem in the United States today. However, while we have come to appreciate its seriousness and magnitude, many individuals and groups are still in dispute over why it is a problem and what should be done to resolve it.

Among the conflicting viewpoints is the belief that adolescent pregnancy is the result of a decline in traditional family values: if teenagers were not engaging in sexual intercourse, they would not become pregnant. Thus, some believe that resolution of the problem lies in curtailing early, out-of-wedlock sexual activity. Those who uphold this view advocate that policies and programs that acknowledge sexual activity outside of marriage serve to undermine parental authority, sanction immoral behavior, and encourage the young to engage in sexual intercourse. They argue that parents should have authority over their children's sexual choices, and issues such as sex education, family planning (contraceptive information) and pregnancy resolution should be the concern of the family, not public policy.

Others uphold the belief that the changing patterns of teenage sexual behavior reflect broader social trends such as adult sexual liberalization, feminism, and changing family forms and patterns of marriage. They argue that it is unrealistic to expect the young to be unaffected by society's changing norms, and thus, believe that the solution to adolescent pregnancy lies in minimizing the personal and societal risks associated with early sexual activity, and in helping teenagers become responsible for their actions. Advocates of this viewpoint believe public programs should aid teenagers in preventing unwanted pregnancies, and should protect their confidentiality in the process. (Hayes, 1987)

Still others attribute the problem to abortion. Many who view voluntary termination of a pregnancy as immoral uphold the belief that abortion provides the pregnant teen with an inhumane option. They argue that adolescent pregnancy would decline if abortion were no longer an alternative. Those on the other side of the coin, however, strongly contend that the legalization of abortion ensures autonomy in procreation matters, a fundamental right of all women.

Needless to say, the arguments surrounding the problem of adolescent pregnancy are complex and emotionally heated. The subject matter has incited intense debate over a number of moral, political, and societal issues that undoubtedly warrant attention. However, disagreement over these issues leads to confusion and serves to divert attention from the most compelling aspect of teenage pregnancy: adolescent childbearing and its adverse consequences.

THE MAGNITUDE OF THE PROBLEM

While leaders are divided over what intervention strategies to employ and debate over whether to discourage early sexual behavior; promote sex education, counseling, and contraceptive services; or ensure the accessibility of abortion, the fact remains that approximately 45% of females between the ages of 15 and 19 today are sexually active before marriage, and an estimated 36% of them become pregnant within two years of sexual activity commencement (Zelnik & Shah, 1983; Koenig & Zelnik, 1982). Although there has been a slight decrease in adolescent pregnancy since its peak in the early 1970's, every year, more than 1.3 million 13 to 19 year olds in this country become pregnant (Gilchrist & Schinke, 1983).

While adolescent pregnancies do not all end with live births, reality yields over 470,000 infants born each year to mothers who have not yet reached their twentieth birthday, with more than a third born to women under the age of 18 (the National Center for Health Statistics, 1984). It is indeed alarming to note that despite declining fertility rates since 1970, the number of adolescent childbearers has remained considerably higher in the United States than in the majority of other developed countries with comparable levels of early sexual behavior. Among young

adolescents under the age of 15, the U.S. rate of five births per 1,000 girls of comparable age is four times greater than that of Canada, the only other country with as many as one birth per 1,000 girls (Alan Guttmacher Institute, 1987).

Unprepared for the reality of early parenthood, most adolescent childbearers constitute a high risk population in great need of societal support. Prior to 1960, out-of-wedlock adolescent pregnancy was considered a moral problem, with social embarrassment of not being married as the young mother's major obstacle. Private maternity homes provided shelter to the white middle-class teenagers who found themselves pregnant and unmarried, and since legal abortion was not an option, the major task of service providers was helping the young mothers release their infants for adoption (Gilchrist & Schinke, 1983). Today however, the stakes appear much higher. The high rate of teenage childbearing, coupled with the low percentage of teens who relinquish their children for adoption (in 1982, an estimated 93% of unmarried mothers between the ages of 15 and 19 kept and raised their children - Bachrach, 1986), requires a shift in societal concern. Because the overwhelming consequences of early parenthood too often impact negatively on the life chances of the young mothers and their children, the problem of adolescent childbearing reaches far beyond the stigma of illegitimacy (Gilchrist & Schinke, 1983). Today, the problem is one of public welfare.

THE SCOPE OF THE PROBLEM

Campbell (1968) once stated, "The girl who has an illegitimate child at the age of 16 suddenly has ninety percent of her life script written for her." Much of the existing literature lends validity to this statement, for researchers have consistently found that the younger a woman is when she accepts childrearing responsibilities, the more likely she is to find herself unprepared for social independence. In addition to the emotional and psychological adjustments, the adolescent parent faces the increased likelihood of limited educational attainment, limited earning capacity, and economic dependence (Schneider, 1982).

Educational Attainment

Numerous studies have found that on the average, adolescent females who give birth while in junior high or high school complete fewer years of schooling, are less likely to earn a high school diploma, and are less likely to strive for higher education than those who delay childbearing until their twenties (Mott & Marsiglio, 1985; Card & Wise, 1978; Waite & Moore, 1978; Furstenberg, 1976; Trussell, 1976). In fact, Furstenburg and Crawford (1978) strongly assert that the detrimental effect on educational attainment of an early first childbirth is even greater than the detrimental effects of minority status, poor socioeconomic background, or low academic aptitude. They conclude that early parenthood is a major cause of low educational attainment among adolescent females, and not just another element in the cycle of poverty. Adolescent fathers are also affected negatively, but the impact appears to be to a lesser degree (Card & Wise, 1978).

Interestingly, it has been found that those who give birth at ages 16, 17, and 18 are at higher risk for terminating their education than those who give birth at younger ages. Because younger teenagers are more likely to stay in their parental home, they are more likely to remain in school or to return to school after delivery (Furstenberg & Crawford, 1978). Those who give birth at ages 16 to 18, on the other hand, are more likely to make additional transitions at the same time, such as establishing independent living arrangements, entering the work force, or getting married - all of which heighten the difficulty of completing school (Moore et al., 1978).

It is important to point out that the differences in educational attainment between adolescents who give birth and those who do not are significant in the first several years following delivery, but appear to somewhat diminish over time. In a seventeen-year follow-up study of a sample of teenage mothers in Baltimore, Furstenberg and Brooks-Gunn (1985) discovered that more than half of the young women reported a minimum of one year of additional schooling after five years of motherhood, a significant percent went on to earn a high school diploma or equivalent, and some went on to postsecondary education. However, the results of the study do not suggest that the adolescent mothers completely caught up with their

classmates who delayed parenthood. Although many make progress and resume their educational careers later in life, teenage mothers generally do not catch up in the amount of schooling received.

Work Status and Income

The educational level of the adolescent mother is an important determinant of her occupational adjustment. Because early childbearing has shortened their schooling, many teenage mothers are left without marketable skills or qualifications, and encounter prolonged unemployment. When they are employed, they are often limited in job mobility, and instead, find themselves locked into low-status positions, earning low wages (Card & Wise, 1978).

Borker, Loughlin, & Rudolph, in a 1979 retrospective analysis, yielded strong evidence of the long-term effects of adolescent childbearing. Using data from the National Longitudinal Survey of Women, they explored the long-range effect of women's adolescent motherhood on wage incomes by testing the hypothesis that teenage childrearing has a significant and persistent effect on the income achievements of mature women in the labor force.

A comparison of a group of women who had their first child before the age of 18 with a group of women who did not experience adolescent parenthood led to the discovery that the differences in the average hourly wages for those who had their first child before the age of 18 and those who did not experience adolescent parenthood, the two groups were large and statistically significant, as the women who had their first child during their teens earned considerably less than the others. The researchers further found that the source of this economic disadvantage was the loss of schooling experienced by the young mothers and their inability to completely overcome the educational gap between themselves and the other women. About 80% of the women in the sample who became mothers before they were 18 had not finished high school, and it appeared that the cost (on the average) of adolescent motherhood was about two years of education. The authors stated, "The problem is not that the adolescent mothers took time out to have children...but it seems to have been particularly unfortunate

to have that time occur before high school completion."

In addition, early childbearing appears to impact upon family size. Numerous researchers have found adolescent childbearing to be strongly associated with higher levels of completed fertility and closer spacing of births (Trussell & Menken, 1978; Moore and Hofferth, 1978; Card & Wise, 1978). Because of this tendency to have more children at closer intervals and the previously mentioned educational deficits, teenage mothers accumulate less work experience, face greater difficulties in finding jobs that pay well and offer important fringe benefits (such as comprehensive health care coverage), and often must support a larger family with their smaller earnings. These facts do not only suggest that adolescent childbearing negatively affects the labor market position of young mothers and their job satisfaction, but also highlights the population's susceptibility to financial dependence.

Poverty and Financial Dependence

Because adolescent childbearers are not equipped with the skills necessary to compete in the labor market, it is not surprising that they are twice as likely to fall below federal poverty lines than women who delay parenthood. In fact, a disproportionate number of women on welfare are teen mothers or are women who first went on welfare as teen mothers (Blum, 1984; Moore & Burt, 1982; Furstenberg, 1976).

According to Blum (1984), an extensive overlap exists between adolescent mothers and those receiving Aid to Families With Dependent Children (AFDC). It has been estimated that in 1975, approximately 50-56% of the AFDC budget was directed to households in which the mother was a teenager at the time of her first birth. These households accounted for approximately $8.6 billion in public assistance: $5 billion in AFDC expenditure; $2.1 billion for Medicaid benefits ($934 million for services to the children of adolescent mothers and $1.2 billion for the adolescent mothers themselves); and $1.5 billion for food stamp benefits (Moore et al., 1981; Moore, 1978). More recently an estimate of 1985 indicates that total welfare-related expenditures associated with teenage childbearing have nearly doubled in the past ten years to $16.6 billion: $8.3 billion

for AFDC; $4.9 billion for Medicaid; and $3.4 billion for food stamps (Burt, 1986). In addition, not only are adolescent mothers more likely to be receiving AFDC than those who delay childbearing, but the amounts of their grants are usually greater due to their larger family size (Block & Dubin, 1981; Scheirer, 1981). The cost to society is indeed extreme.

LOCAL IMPACT

Unfortunately, the scenario does not improve when the problem is examined locally. Adolescent childbearing is as significant a concern in Hawaii as it is nationwide.

In 1970, the birth rate for females 10 to 19 years of age in the state of Hawaii was approximately 14.2 per 1,000 of the population. Between 1969 and 1972, there were 10,189 live births to females 10 to 19 years of age; of these births, 70.4% were to women 18 to 19 years old. Thirty percent were to females below 16 years of age including 4.2% to girls in the intermediate age group (Stringfellow et al., 1978). Researchers further found that in 1976, 9% (3,500) of the state's 15 to 19 year old females were pregnant; one-third of these teen pregnancies involved girls under 18 years of age, with 61% ending in live births (Altonn, 1979).

Like their Mainland counterparts, the adolescent childbearers of Hawaii face educational disruption and encounter detrimental effects on their careers and income opportunities (Fellez, 1982). They too, find themselves dependent on welfare, or food stamps, or some other kind of public assistance; in fact, approximately $451,620 per month, and $5,419,440 per year of government funds are needed to help the young mother (Research and Statistics Office, 1982; Levitt-Merin, 1983).

THE PRESENT STUDY

The barriers that impact upon the lives of adolescent childbearers and hinder their ability to be self-supporting indeed require attention, as the price paid by all is too high. Therefore, strategies that promote self-sufficiency and facilitate the well-being of the teen parent are crucial.

The Carl Perkins Act, passed in October of 1984, governs the nation's

vocational education and is one measure that promotes such strategies. Designed to: 1) make vocational education programs accessible to all persons, and 2) improve the quality of vocational education programs in order to give the nation's work force the marketable skills needed to improve productivity and promote growth, this Act realizes some of the barriers that keep teenage parents from reaching their potential (Ostrowski, 1986).

However, effective programs require an understanding of and sensitivity to the group's special circumstances. The purposes of the study were to: a) describe the target population, and b) explore, identify, and describe the nature and extent of variables that impact upon the population's marketability and employment status. The goal was to ascertain areas of feasible intervention and provide information revelant to the design of more responsive services.

The aim of the study was supported by the participation of a D.O.E. Continuing Education Class (CEC). Housed at Kaneohe Elementary School, the program is an alternative to the traditional high school learning structure and is designed to help meet the individual needs of pregnant adolescents in the Windward district. (For a detailed description of this program see Appendix B). As one of the existing service supports for the pregnant teen population, the goals of the CEC program are: 1) to provide pregnant students with an opportunity to continue their education during pregnancy and the infancy of their children; 2) to assist students in getting adequate prenatal, post-partum, and pediatric health care; 3) to assist students in exploring realistic means of achieving economic self-support; 4) to prevent child abuse or neglect by providing information on child development and appropriate child care; 5) to establish collaborative relationships with community health, education, and welfare programs; and 6) to counsel pregnant teenagers and their families on available options. The program provided the authors access to a sample of Hawaii's population of adolescent childbearers and thus paved the way for the study.

In Their Own Words

The Continuing Education Experience

...The Program helped a lot, especially with child development. It gave me a lot of confidence. I think they should expand it.

...It has been almost seven years since I participated in the CEC Program and I still think it's great! The teachers filled all my needs. They were my friends and were always there when I needed them.

...I think it's good that the CEC Program was thought of. It gave me a chance to finish school and graduate. It also helped me to learn about myself and my baby.

...I think the Program is perfect because it helped me out a lot. If I didn't go to the school, it would have been really hard for me to try and be a good mother.

...The hours and the atmosphere were great. The support of the Program and my family got me through.

...The Program helped me get through the most difficult part of my life so far and if other girls get the same care that I received, they too will come out of the confusion and go on to happier times.

...The support of the teachers helped me tremendously. I was very young and confused. Advice and encouragement were always given when I needed it. If it weren't for that I might not have had such a good experience. Please continue the Program. The girls out there need it.

...I would just like to thank the teachers at Kaneohe Elementary CEC Program. Without their help, I would have never made it through high school. But most of all, I would not have been able to take care of my family. You are all doing a good job. Thank you again.

...The class work should be more individualized.

...I think the classes were too easy.

...The classes were too hard. I couldn't keep up.

CHAPTER 2

METHOD

Subjects

Eighty-four (84) females who participated in the Windward District Continuing Education Class (CEC) between 1979 and 1986 were the subjects of this study.

Selection of Subjects

The Office of the State Director for Vocational Education made preliminary arrangements with the Windward District Continuing Education Class (CEC) for the provision of the study sample. The CEC provided the researchers with a list of 329 names, addresses and phone numbers of potential subjects who participated in the CEC Program during 1970 and the years 1979 through 1986. This list was, for the most part, obsolete, because most of the information on the potential subjects had not been updated since the former students' participation in CEC. Meanwhile, most of the former students had married and/or moved. Phone numbers had been changed. Despite many hours of outreach and tedious efforts at updating contact data, more than a third of the potential subjects could not be located because of "defective" information. The surnames, addresses and phone numbers of the students who participated in the earliest classes were the most inaccurate. Thus, the list which contained the twenty-three names for the school year 1970 was dropped because only three respondents could be reached from that group. The decision to drop the 1970 participants resulted in limiting the sample to former students who attended the CEC during the years 1979 through 1986.

In addition, potential subjects who were known to have miscarried, adopted out, or whose child had died prior to the commencing of the study,

were also excluded. One of the potential subjects reportedly expired. Three names were listed twice. For the foregoing reasons, the final sample consisted of 303 former CEC students; of these, 84 questionnaires were completed, yielding a response rate of 27%.

Design

This was a one-group exploratory research study based on a population of former pregnant, teenage students who participated in the Windward District Continuing Education Class. Due to the non-experimental nature of the study, no hypotheses were developed or tested. However, operating on the assumption that the continuation of education and training post-partum has a direct effect on the "marketability" and economic self-sufficiency of women who become pregnant in their teens, the following research questions were explored:

1. Given their early pregnancy experience and their maternal responsibilities, how were some of these women able to continue their education and eventually seek and maintain employment, while some were not? In other words, what made the difference and what facilitated these achievements?

2. What are the implications for intervention and program planning aimed at working with the pregnant teen population?

In order to address these questions, two major factors were explored: 1) the demographic characteristics of the sample and 2) the differences in various demographic and psycho-social characteristics of respondents who reported current employment versus those who are unemployed. Data generated will be presented in Chapter 3 and discussed in Chapter 4.

Procedure

The respondents were first informed of the study through face-to-face contact by the CEC staff or by mail or telephone contact by the researchers. The CEC staff contacted eight respondents to ascertain their willingness to participate in the pre-test. Since all eight women responded favorably, telephone contacts were initiated by the researchers with each of the women. They were assigned to complete the research

instrument by telephone, mail-in, or face-to-face interviews. The pretest was conducted to test the research instrument for ease of completion, clarity and usefulness in obtaining the desired information regardless of respondent's response style. Following the evaluation of the pre-test, it was determined that the research instrument did not require any significant changes. Therefore, letters were sent by the Windward District Superintendent to all other 295 potential subjects, introducing them to the research study as a needs assessment of the former student. Also included with the cover letter were: 1) a short form requesting current identifying information, that is, name, address, phone number, 2) convenient time for telephone contact and/or home visit, 3) preferred response style to the questionnaire - telephone, mail-in, or face-to-face interview, and 4) a stamped, addressed envelope.

Three weeks after the requested response deadline, only 44 replies were received. Ninety-eight envelopes were returned, unopened, stamped "undeliverable," "addressee unknown" or the like. Three envelopes were returned with a forwarding address. They were updated and remailed. The remaining 181 introductory letters were returned and no contacts were initiated by these former students even though the personal phone numbers of the researchers were provided to answer any questions the potential subject might have had regarding the research study.

In the interest of increasing the sample size, attempts were made to contact both groups by telephone; the group for whom 98 envelopes were returned, and the group of 181 whose cover letter was received but from whom there were no response. The added effort proved productive in that forty additional subjects were obtained.

As explained in the cover letter, respondents were asked to indicate their preferred means for completing the questionnaire. Thus, based on their preference, the questionnaire was either mailed (with stamped, addressed envelope included), administered by the researchers through face-to-face interview, or through telephone interview in which the respondent was read the questionnaire. Upon completion and receipt of the 84 questionnaires, coding was conducted on each of the research questions and the information was subsequently entered into the Statistical Analysis

System (SAS) which is available on the University of Hawaii Mainframe Computer.

The Research Instrument

A questionnaire was devised to obtain information about the former pregnant teen who participated in the CEC Program. The five page document contained a total of 26 items that were distributed between three major sections. Section I was developed to secure demographic data. The seven questions included items ranging from place of current residence, date of birth, cultural affiliation, number of children the respondent delivered, number of minor children (dependents) currently residing with the respondent, as well as current living arrangement and source of current financial support.

Section II contained 10 rather complex questions aimed at identifying the former CEC student's educational experiences, as well as the psycho-social supports or obstacles she encountered when trying to return to the regular educational system following her pregnancy and her CEC participation.

Section III included 9 vocational and employment related questions. It also included items related to the identification of psycho-social supports or barriers to current employment. Although the questionnaire contained primarily closed-ended questions, Section II and III contained a number of open-ended questions aimed at capturing comments about the former student's needs and experiences during and following her teen pregnancy, as well as identification of her current job title and work activity. (See Appendix A for copy.)

Data Analyses

In light of the exploratory, descriptive and non-experimental nature of this study, descriptive statistics predominate the data analyses. The decriptive statistics included frequency distributions and cross-tabulations on general, demographic data. Correlational statistics were expected to predict some trends between the 13 separate variables. T-tests were conducted to compare respondents who were working with those

who were unemployed at the time of the research interview. Analyses were also aimed at determining the existence of relationships between the respondent's current employment status and demographic variables including level of formal education, number of children delivered, current living arrangement and number of current minor dependents in the household.

It should be noted that just prior to the data analyses, a review of the completed questionnaires was conducted. At that time it became apparent that new categories needed to be created to accommodate unexpected responses and new variables needed to be created to accurately measure some of the responses. The following is a summary of changes that were made: 1) The question related to current residence yielded information that some of the subjects no longer lived on Oahu. Therefore, the categories "neighbor island" and "out-of-state" were added. 2) A new variable, age, was created by using the formula: 1987 minus year of birth. 3) In classifying the subject's cultural group affiliation, the category "Polynesian" was changed to "Hawaiian, Part-Hawaiian." All other respondents with multiple ethnicities were classified as "Mixed." This is in keeping with the National Census Bureau classification system. 4) Educational background was divided into two distinct categories - "highest level of formal education" and "acquisition of vocational, sub-baccalaureate training related to job readiness." 5) Current employment status was determined by classifying responses to "current occupation or work activity." This was accomplished by classifying "homemakers" and "students" as unemployed and respondents who reported they were employed part-time or full-time, as employed. 6) Four new variables were created by obtaining the sum of the number of supports received which fostered or which served as barriers toward educational achievements and employment efforts. 7) With regard to the question "How did you get the job that you held the longest," responses were disregarded as they failed to test for significance.

Limitations

This study contains a number of limitations. Due to the exploratory nature of the study and the one-group design, causal relationships among variables could not be hypothesized or tested. Furthermore, the small

sample size limit the degree to which the findings can be generalized to the larger population of women who become pregnant in their teens; therefore, the findings and discussion that follow are limited to the identified sample only. Nevertheless, the findings should shed light on a better understanding this target population, as well as yield valuable information for the development or improvement of intervention programs for pregnant teenagers. It should also provide insight and recommendations for future research in this area.

CHAPTER 3

RESULTS

The results of this study are presented in two parts. The first part provides a descriptive profile of our sample of adolescent childbearers. The second part presents the reader with statistical findings on the multiple variables that impact upon the population's marketability and employment status.

DESCRIPTIVE CHARACTERISTICS OF THE SAMPLE

The results presented in Table 1 reveal that the 84 respondents in our sample ranged in age from 17 to 26 at the time of contact, with the mean age being 21.08 and the standard deviation 2.12.

Table 1

Frequency Distribution of Respondents by Current Age

(N = 84)

Age	Frequency	Percentage
17	4	4.8
18	5	6.0
19	13	15.5
20	11	13.1
21	17	20.2
22	10	11.9
23	11	13.1
24	11	13.1
25	0	0.0
26	2	2.4
Total	84	100.0

One-half (50%) of the women interviewed were Hawaiian or part Hawaiian, 25% were Caucasian, and the remaining (excluding one who did not answer the question) were divided among the other cultural groups (Table 2).

Table 2

Frequency Distribution of Respondents Ethnicity

(N = 84)

Ethnicity	Frequency	Percentage
Asian	8	9.5
Caucasian	21	25.0
Hawn., Pt. Hawn.	42	50.0
Mixed	11	13.1
Other	1	1.2
No data	1	1.2
Total	84	100.0

Over 80% resided in Windward Oahu, and while two respondents lived out-of-state, none were from the neighbor islands (Table 3).

Table 3

Frequency Distribution of Respondents by Current Residence

(N = 84)

Location	Frequency	Percentage
Central Oahu	1	1.2
Honolulu	4	4.8
Leeward Oahu	4	4.8
Windward Oahu	73	86.8
Neighbor Island	0	0.0
Out-of-State	2	2.4
Total	84	100.0

The number of children delivered ranged from none to five. While the majority of the mothers (58.3%) had given birth to one child, a significant number (28.6%) subsequently had a second child (Table 4).

Table 4

Frequency Distribution of No. of Children Born to Respondents

(N = 84)

Number of Children	Frequency	Percentage
0	1	1.2
1	49	58.3
2	24	28.6
3	8	9.5
4	1	1.2
5	1	1.2
Total	84	100.0

The number of children living with the young mothers ranged from none to six (Table 5).

Table 5

Frequency Distribution of No. of Children

Currently Living with Respondents

(N = 84)

Number of Children	Frequency	Percentage
0	5	6.0
1	38	45.2
2	27	32.1
3	6	7.1
4	6	7.1
5	1	1.2
6	1	1.2
Total	84	100.0

The discrepancy between the number of children delivered and the number in residence is explained by examining the sample's living arrangements. As Table 6 indicates, more than one-half of the respondents resided with family members, and 41.7% lived with their spouse or partner. Those who reported a greater number of children in residence than delivered had living arrangements that included young family members and/or non-biological children.

Table 6
Frequency Distribution of Respondents'
Current Living Arrangements
(N = 84)

Household Members	Frequency	Percentage *
No one else	9	10.7
Spouse/Partner	35	41.7
Family Members	53	63.1
Friends	2	2.4
Other	1	1.2

*Total exceeds 100% due to multiple responses.

Sources of income varied among the respondents. The results are presented in Table 7. The reported sources of income do not indicate sole support, as the respondents were asked to identify all the income sources that applied.

Table 7

Frequency Distribution of Respondents'

Current Source of Income

(N = 84)

Source	Frequency	Percentage *
Food Stamps	16	19.0
Welfare	24	28.6
Social Security	3	3.6
Veterans	0	0.0
Child Support	5	6.0
Unemp. Insur.	3	3.6
Job	38	45.2
Friends	0	0.0
Family Members	22	26.2
Spouse/Partner	34	40.5

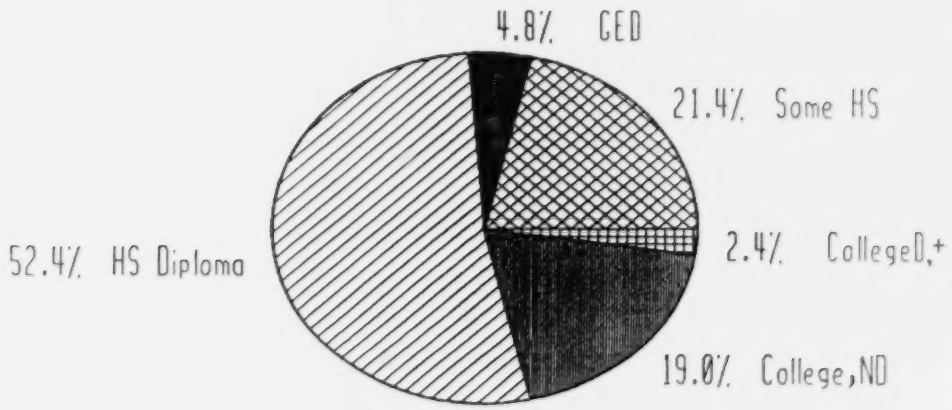
*Total exceeds 100% due to multiple responses.

Figure 1 indicates educational attainment among the sample. It is important to remind the reader that the sample population was accessed through a program (CEC) that facilitates the reduction of educational disruption for the pregnant teenager. This would likely have influenced the high number of high school graduates.

Figure 1

Educational Attainment

(N = 84)



As indicated in Table 8, those who experienced educational disruption were asked to identify the variables that impacted upon the discontinuation of their schooling.

Table 8

Frequency Distribution of Barriers to Educational Attainment

Barrier	Frequency	Percentage*
Lack of child care (n=82)	11	13.3
Lack of transportation (n=83)	3	3.6
Had to get a job (n=83)	1	1.2
Discouraged by Others (n=83)	0	0.0
No interest in school (n=83)	6	7.2
Didn't fit in (n=83)	1	1.2
Personal health problems (n=83)	0	0.0
Health problems of child (n=83)	1	1.2
Too many home responsibilities(n=83)	11	13.3
Other (n=83)	6	7.2

*Total exceeds 100% due to multiple responses.

Because the subjects were asked to identify all of the factors that impacted upon their educational disruption, the present authors were able to create a new variable: the number of educational barriers faced. Table 9 shows the results.

Table 9

Frequency of Number of Educational Barriers

(N = 83)

Number	Frequency	Percentage
0	63	75.9
1	9	10.8
2	5	6.1
3	2	2.4
4	2	2.4
5	2	2.4
Total	83	100.0

Those who graduated from high school were asked to identify the person(s) who facilitated their educational attainment. The results are presented in Table 10.

Table 10

Frequency Distribution of People

Who Facilitated Respondents' Educational Attainment

Significant Person(s)	Frequency	Percentage *
Family Members	43	53.1
Spouse/Partner	24	29.6
Friends	29	35.8
Professional Helpers:		
Clergy	8	9.9
Social Worker	7	8.6
School Counselor	23	28.4
Teacher	25	30.9
Self	44	54.3
Other	1	1.2

* Total exceeds 100% due to multiple responses.

The subjects were also asked to identify how these persons were influential and what type of support was provided. The wide range of responses revealed the following in Table 11. The subjects were not limited to a single response as they were asked to identify all of the types of support that facilitated their educational attainment. Table 11 presents an overview of their responses, including data from the currently employed and unemployed. Note: psycho-social supports, such as encouragement, advice, and referral and contacts, are combined and categorized as intangible supports. Concrete supports such as housing, child care, food and money, are combined and classified as tangible supports. The final category, "combination," includes both tangible and intangible supports.

TABLE 11 - COMPARISON OF EMPLOYMENT STATUS BY TYPE OF SUPPORT RECEIVED FROM SIGNIFICANT PERSONS TOWARD EDUCATIONAL ADVANCEMENT

	RESPONSES FROM UNEMPLOYED SUBJECTS									RESPONSES FROM EMPLOYED SUBJECTS									ALL RESPONSES	
	Source of Supports									Source of Supports										
				Professionals									Professionals							
TYPE OF SUPPORT RECEIVED	FM	S/P	FD	CL	SW	SC	T	Total	%	FM	S/P	FD	CL	SW	SC	T	Total	%	Total	%
No Support	24	29	28	38	37	33	29	218	78	14	27	24	35	36	26	27	189	66	407	72
Intangible Support (Advice, encouragement, information & contact)	6	7	10	2	2	7	11	45	16	9	5	16	6	5	15	14	70	24	115	20
Tangible Support - Concrete (Money, food, housing & child care)	5	3	1	0	1	0	0	10	4	12	7	0	0	0	0	0	19	7	29	5
Combination: Intangible & Tangible Support	5	1	1	0	0	0	0	7	3	6	1	1	0	0	0	0	8	3	15	3
Total	40	40	40	40	40	40	40	280	100	41	40	41	41	41	41	41	286	100	566	100

FM = Family Members
S/P = Spouse or Partner
FD = Friends
CL = Clergy
SW = Social Worker
SC = School Counselor
T = Teacher

The identification of all the supports received allowed the authors to again create a new variable; Table 12 shows the number of educational supports received.

Table 12

Frequency of Number of Educational Supports Received

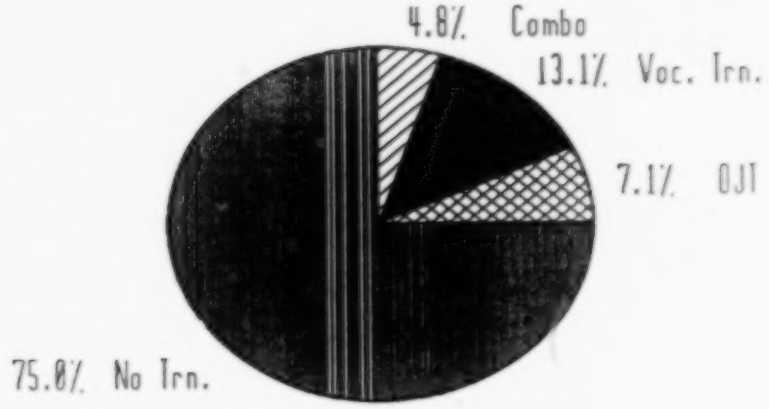
Number	Frequency	Percentage
1	4	4.9
2	6	7.4
3	4	4.9
4	13	16.0
5	12	14.8
6	6	7.4
7	4	4.9

The respondents' transition between the adolescent world of high school and the adult world of work was marked by a variety of employment preparation experiences, as reflected by Figure 2.

Figure 2

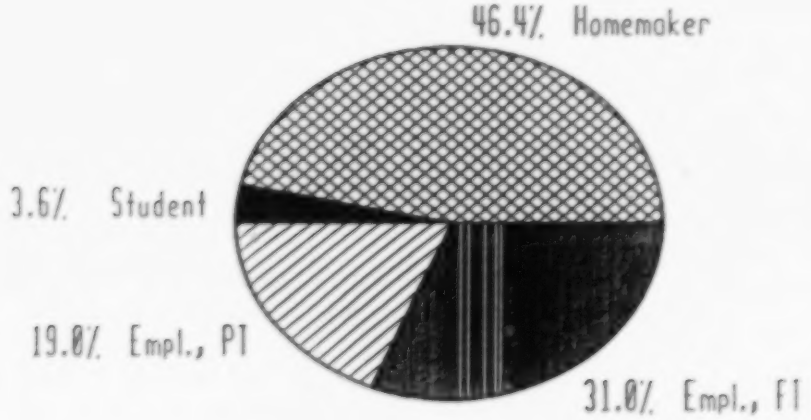
Level of Vocational Training

(N = 84)



This variation in employment preparation resulted in the statistics related to the current employment status categorization of the subjects (Figure 3). The information provided the basis for the development of a new variable which further classified the sample into two distinct groups - the currently employed and the unemployed. This distinction proved especially useful in the comparison of multiple variables that impacted on the sample's marketability, which will be discussed later in this chapter.

Figure 3
Primary Activity
(N = 84)



The data revealed that the group was equally divided between the employed and unemployed. Forty-two subjects were employed at the time of the research interview and 42 subjects were unemployed.

Additional data indicated that the majority of the subjects had held either part-time or full-time jobs at one time or another. Tables 13 and 14 present a breakdown of the employment history.

Table 13

Frequency Distribution of Number of Part-Time Jobs Held by Respondents

(N = 83)

Number of Jobs	Frequency	Percentage
0	20	24.1
1	29	35.0
2	21	25.3
3	9	10.8
4	3	3.6
5	1	1.2
Total	83	100.0

Table 14

Frequency Distribution of Number of Full-Time Jobs Held by Respondents

(N = 77)

Number of Jobs	Frequency	Percentage
0	33	42.8
1	15	19.5
2	16	20.8
3	6	7.8
4	6	7.8
5	1	1.3
Total	77	100.0

More than one-fourth of the respondents were still maintaining their longest held job.

Table 15

Frequency Distribution of Longest Held Job by Respondents

(N = 84)

Duration	Frequency	Percentage
Never Worked	13	15.4
Less Than 3 mos.	10	11.9
3 to 6 mos.	12	14.3
6 mos. to 1 yr.	15	17.8
1 to 2 yrs.	14	16.7
2 to 3 yrs.	14	16.7
3 to 4 yrs.	4	4.8
4 yrs. or More	2	2.4
Total	84	100.0

However, as reflected in Table 16, the remainder of the sample left their longest held job for a number of reasons.

Table 16

Frequency Distribution of Reasons

For Leaving Longest Held Job

(N = 84)

Duration	Frequency	Percentage
Never Worked	13	15.4
Still on Job	23	27.4
Fired	3	3.6
Found Better Job	10	11.9
Care For Child	10	11.9
Didn't Like Job	2	2.4
Didn't Like Co-Workers/Boss	3	3.6
Other	20	23.8
Total	84	100.0

In order to maintain herself in the competitive labor market, the respondents identified a number of significant persons as providing varied psycho-social and concrete support services which facilitated or fostered their employment efforts. (Note: Although social worker was listed in the questionnaire, none of the respondents identified that professional as a person who helped them secure employment. In addition, the sum will exceed 100% since respondents were instructed to identify all persons who assisted in their employment endeavors.)

As in Table 12, an overview of the type(s) of support provided by these significant persons is categorized in Table 17 according to tangible, intangible, and a combination of tangible and intangible supports. While more than half of the spouse or partners reportedly failed to provide any type of support, respondents acknowledged the types and sources of support as cited in Table 17. (Note: Table 17 also reflects cross-tabulations that were conducted to compare the employed and unemployed and the types and sources of the supports they received in advancing their employment efforts. Table 17 also underscores the types, sources, and number of respondents who received or did not receive support from family, spouse or partner, friends, and professional helpers.)

TABLE 17 - COMPARISON OF EMPLOYMENT STATUS BY TYPE OF SUPPORT RECEIVED FROM SIGNIFICANT PERSONS TOWARD EMPLOYMENT EFFORTS

	RESPONSES FROM UNEMPLOYED SUBJECTS									RESPONSES FROM EMPLOYED SUBJECTS									ALL RESPONSES	
	Source of Supports									Source of Supports										
				Professionals									Professionals							
TYPE OF SUPPORT RECEIVED	FM	S/P	FD	CL	SW	SC	T	Total	%	FM	S/P	FD	CL	SW	SC	T	Total	%	Total	%
No Support	21	27	29	36	36	35	34	218	84	7	19	23	39	42	39	36	205	70	423	77
Intangible Support (Advice, encouragement, information & contact)	7	4	6	0	0	1	2	20	8	16	11	18	3	0	3	6	57	19	77	14
Tangible Support - Concrete (Money, food, housing & child care)	3	3	1	0	0	0	0	7	3	12	10	0	0	0	0	0	22	8	29	5
Combination: Intangible & Tangible Support	12	2	0	0	0	0	0	14	5	7	1	1	0	0	0	0	9	3	23	4
Total	43	36	36	36	36	36	36	259	100	42	41	42	42	42	42	42	293	100	552	100

FM = Family Members
S/P = Spouse or Partner
FD = Friends
CL = Clergy
SW = Social Worker
SC = School Counselor
T = Teacher

Table 18 illustrates the number and total supports provided to those who had part-time and/or full-time employment.

The number of supports also seemed to play a role in determining whether the respondents were able to obtain employment. Relationship analyses between these two variables as well as the number of full-time and part-time employment will be discussed later.

Table 18

Frequency of Number of Employment Related Supports

(N = 84)

Number	Frequency	Percentage
0	13	16.7
1	11	14.1
2	14	18.0
3	22	28.2
4	14	17.9
5	4	5.1
Blank Responses	6	0.0
	---	----
Total	84	100.0

When questioned, 39 currently unemployed respondents (46.4%) indicated that they would like to work. Those interested in employment identified a number of barriers which were preventing employment. Table 19 lists the impediments to employment as identifed by the respondents. Child care was identifed most frequently as a deterrent to employment.

Table 19

Frequency Distribution of Barriers to Employment

Barrier	Frequency	Percentage*
Need for Child Care	26	31.0
Need for Education	23	27.4
Need for Job Placement	16	19.0
Need for Living Expense Money	14	16.7
Need for Job Training Information	13	15.5
Need for Career Counseling	10	11.9
Need for Job Application Skills	9	10.7
Need for Personal Development Skills	8	9.5
Need for Transportation	6	7.1
Need for Clothing	4	4.8
Housing Problems	3	3.6
Health Problems	2	2.4
Other (Unspecified Barriers)	13	15.5

* Total percent exceeds 100% due to multiple responses.

To further highlight the differences between the working and non-working members of our sample, cross-tabulations were employed. Table 20 shows how the two groups compared in relation to formal education. The attainment of at least some postsecondary education* appeared to be a significant factor; while only 50% of those with high school diplomas were working, 81.25% of those with some postsecondary education were employed.

*For the purposes of this study, postsecondary education, includes college, vocational training, or other schooling after secondary education.

Table 20

Comparison of Employment Status by Level of Education

(N = 84)

Level of Education	Unemployed	Employed	Total
Some high school	n=14 16.67%	n=4 4.76%	n=18 21.43%
GED	n=2 2.38%	n=2 2.38%	n=4 4.76%
High School Diploma	n=22 26.19%	n=22 26.19%	n=44 52.38%
Some College	n=3 3.57%	n=13 15.48%	n=16 19.05%
College Degree, plus	n=1 1.19%	n=1 1.19%	n=2 2.38%
Total	n=42 50.00%	n=42 50.00%	n=84 100.00%

The two groups were also examined in relation to vocational training. The results show that 75% of our total sample received no vocational training, and of those who did participate in a formal training program, 54.55% were working.

Table 21

Comparison of Employment Status

by Type of Vocational Training

(N = 84)

Type of Training	Unemployed	Employed	Total
On-the-Job Training	n=2 2.38%	n=4 4.76%	n=6 7.14%
Formal Training Program	n=5 5.95%	n=6 7.14%	n=11 13.10%
Combination of OJT & Formal Training	n=1 1.19%	n=3 3.57%	n=4 4.76%
No Training	n=34 40.48%	n=29 34.52%	n=63 75.00%
Total	n=42 50.00%	n=42 50.00%	n=84 100.00%

The employed and unemployed were also compared in relation to several demographic variables. Age was found to be a significant factor when cross-tabulated with employment status, for as age increased, so did the rate of employment. A detailed break-down is presented in Table 22.

Table 22

Comparison of Employment Status by Age of Respondent

(N = 84)

Age	Unemployed	Employed	Total
17	n=2	n=2	n=4
	2.38%	2.38%	4.76%
18	n=3	n=2	n=5
	3.57%	2.38%	5.95%
19	n=8	n=5	n=13
	9.52%	5.95%	15.48%
20	n=7	n=4	n=11
	8.33%	4.76%	13.10%
21	n=9	n=8	n=17
	10.71%	9.52%	20.24%
22	n=6	n=4	n=10
	7.14%	4.76%	11.90%
23	n=5	n=6	n=11
	5.95%	7.14%	13.10%
24	n=1	n=10	n=11
	1.19%	11.90%	13.10%
26	n=1	n=1	n=2
	1.19%	1.19%	2.38%
Total	n=42	n=42	n=84
	50.00%	50.00%	100.00%

Table 23 presents data on the respondents' cultural background.

Table 23

Comparison of Employment Status by Culture of Respondent

(N = 84)

Culture	Unemployed	Employed	Total
Asian	n=2	n=6	n=8
	2.38%	7.14%	9.52%
Caucasian	n=9	n=12	n=21
	10.71%	14.29%	25.00%
Haw'n/Part Haw'n.	n=25	n=17	n=42
	29.76%	20.24%	50.00%
Mixed	n=6	n=5	n=11
	7.14%	5.95%	13.10%
Other	n=0	n=1	n=1
	0.00%	1.19%	1.19%
Unknown	n=0	n=1	n=1
	0.00%	1.19%	1.19%
Total	n=42	n=42	n=84
	50.00%	50.00%	100.00%

The cross-tabulation of the two groups with the number of children delivered resulted in findings of little significance. Of the unemployed, 2.38% (1) had no children; 54.76% (23) had one child; 26.19% (11) had two children; 14.29% (6) had three children; and 2.38% (1) had five children. Of the respondents in the working population, 61.9% (26) had one child; 30.95% (13) had two; 4.76% (2) had three; and 2.38% (1) had four.

However, the cross-tabulation of the two groups with the number of children in residence (Table 24) did indicate a trend. Unlike the unemployed, none of the working mothers had five or six children living with them. The data appeared to indicate an increase in respondent unemployment when three or more children were living in the household.

Table 24

Comparison of Employment Status

by No. of Children in Residence

(N = 84)

No. of Children	Unemployed	Employed	Total
0	n=0	n=5	n=5
	0.00%	5.95%	5.95%
1	n=19	n=19	n=38
	22.62%	22.62%	45.04%
2	n=13	n=14	n=27
	15.48%	16.67%	32.14%
3	n=5	n=1	n=6
	5.95%	1.19%	7.14%
4	n=3	n=3	n=6
	3.57%	3.57%	7.14%
5	n=1	n=0	n=1
	1.19%	0.00%	1.19%
6	n=1	n=0	n=1
	1.19%	0.00%	1.19%
Total	n=42	n=42	n=84
	50.00%	50.00%	100.00%

Living arrangement was the final variable examined in relation to employment (Table 25). The data seemed to confirm the feminization of poverty; those who lived alone or with her child only were more likely to be unemployed while those who lived with their spouse or partner had a higher rate of employment. In addition, the majority of the subjects who lived with family members (54.72%) did not work.

Table 25

Comparison of Employment Status by Living Arrangement

(N = 84)

Currently Living w/:	Unemployed	Employed	Total
No One Else or child(ren) only	n=6 7.14%	n=3 3.57%	n=9 10.71%
Spouse/Partner	n=14 16.67%	n=21 25.00%	n=35 41.67%
Family Members	n=29 34.52%	n=24 28.57%	n=53 63.10%
Friends	n=0 0.0%	n=2 2.38%	n=2 2.38%
Other	n=1 1.19%	n=0 0.00%	n=1 1.19%
Total	n=42 50.00%	n=42 50.00%	n=84 100.00%

Cross-tabulation were also employed to highlight the differences between the members of the sample who received employment training, including on-the-job training, formal training or a combination of both, since it would appear that employment preparation facilitated job location and job maintenance. Table 26 shows how the two groups compared in relation to formal education.

Table 26

Comparison of Job Training by Level of Education

(N = 84)

Level of Education	Trained	Untrained	Total
Some high school	n=2	n=16	n=18
	2.38%	19.05%	21.43%
GED	n=0	n=4	n=4
	0.0%	4.76%	4.76%
High School Diploma	n=12	n=32	n=44
	14.28%	38.10%	52.38%
Some College	n=7	n=9	n=16
	8.34%	10.71%	19.05%
College Degree, plus	n=0	n=2	n=2
	0.00%	2.38%	2.38%
Total	n=21	n=63	n=84
	25.00%	75.00%	100.00%

In cross-tabulating the number of children residing with the "trained" and "untrained" groups, the breakdown (as reflected in Table 27) is as follows:

Table 27

Comparison of Job Training by No. of Children in Residence

(N = 84)

No. of Children	Trained	Untrained	Total
0	n=1	n=4	n=5
	1.19%	4.76%	5.95%
1	n=10	n=28	n=38
	11.90%	33.33%	45.04%
2	n=7	n=20	n=27
	8.33%	23.81%	32.14%
3	n=1	n=5	n=6
	1.19%	5.95%	7.14%
4	n=1	n=5	n=6
	1.19%	5.95%	7.14%
5	n=0	n=1	n=1
	0.00%	1.19%	1.19%
6	n=1	n=0	n=1
	1.19%	0.00%	1.19%
Total	n=21	n=63	n=84
	25.00%	75.00%	100.00%

In addition to the number of children residing with the respondent, the living arrangements of the "trained" and "untrained" respondents were also cross-tabulated, as indicated in Table 28.

Table 28

Comparison of Job Training by Living Arrangement

(N = 84)

Household Members	Trained	Untrained	Total *
No One Else or child(ren) only	n=1 1.19%	n=8 9.52%	n=9 10.71%
Spouse/Partner	n=9 10.71%	n=26 30.95%	n=35 41.67%
Family Members	n=13 15.47%	n=40 47.62%	n=53 63.10%
Friends	n=0 0.00%	n=2 2.38%	n=2 2.38%
Other	n=0 0.00%	n=1 1.19%	n=1 1.19%

*Total exceeds 100% due to multiple responses.

STATISTICAL ANALYSES OF THE VARIABLES

Several measures were employed to gain insight into the relationship between the variables that impact upon the population's marketability and employment status. One such measure was the calculation of Pearson correlation coefficients. As indicated in Table 29, the correlations were positive and statistically significant with regard to the following:

1. The more educational support or influence received by the adolescent childbearer, the higher her level of educational attainment.

2. The higher the age of the respondent, the higher her likelihood of living with her spouse or partner, and of having a greater number of children. Also, the older she was, the more full-time jobs she held and the longer she remained at a single job.

3. Those who had greater educational support also had greater support in getting a job, and held more full-time positions.

4. The more help the respondent received in gaining employment, the more full-time and part-time jobs she had, and the longer she remained at a single job.

5. The more full-time and part-time positions the adolescent childbearer had, the longer she remained at a single job.

The correlations also yielded negative relationships that were statistically significant with regard to the following:

1. The lower the number of children in residence and the lower the number of barriers contributing to educational disruption, the greater the respondent's educational attainment.

2. The younger the respondent, the greater the likelihood of her living with family members.

3. The more children the adolescent childbearer delivered, the less support she received in securing employment, and the less likely she was to be living with family members.

4. The more children the respondent had living with her, the less support she received in securing employment. In addition, those with more children in residence had lower number of full-time jobs, and remained at a single position for a shorter length of time.

5. The more educational support received, the fewer barriers contributing to educational disruption faced by the respondent. Those with fewer barriers preventing their educational attainment held more part-time positions and remained at a single job for a longer period of time.

6. Those who remained at a single job for a longer length of time were less likely to be living with family members (see Table 29, Correlation Matrix).

TABLE 29 - CORRELATION MATRIX

VARIABLES	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Formal Education	---												
2. Age	0.09	---											
3. No. of Chdrn. Delivered	0.03	0.54***	---										
4. No. of Chdrn. in Residence	-0.22*	0.20	0.51***	---									
5. No. of Educational Barriers	-0.64***	0.09	0.11	0.12	---								
6. No. of Educational Supports	0.48***	-0.21	-0.16	-0.13	-0.41***	---							
7. No. of Employment Supports	0.28*	0.10	-0.24*	-0.33*	-0.39**	0.32*	---						
8. No. of Full-Time Jobs Held	0.20	0.29*	-0.00	-0.28*	-0.18	0.35*	0.48***	---					
9. No. of Part-Time Jobs Held	0.15	-0.08	-0.15	-0.14	-0.26*	0.04	0.37**	0.23*	---				
10. Longest Job Held	0.19	0.27*	-0.09	-0.23*	-0.23*	0.13	0.57***	0.59***	0.35**	---			
11. Living With Family Members	-0.10	-0.45***	-0.39**	-0.10	0.00	0.15	0.03	0.02	0.09	-0.22*	---		
12. Living With Spouse/Partner	0.19	0.31*	0.08	-0.12	-0.15	-0.07	0.30*	0.11	0.04	0.20	-0.45***	---	
13. Vocational Training	-0.15	0.03	0.01	-0.12	0.19	-0.12	0.09	-0.01	-0.03	-0.02	0.08	-0.12	---

* p < .05
** p < .001
*** p < .0001

Chi-square tests yielded significant relationships between employment status and two other living arrangements. Interestingly, the respondents living with family members were found to have a high rate of unemployment than those who were not residing in parental households, and respondents living with their spouse or partner were found to have a higher rate of employment than those who were not. These findings are inconsistent with those in the literature, and will be discussed in Chapter 4.

Through t-tests, analyses of relationships between the current employment status of respondents and multiple demographic variables yielded significant findings in the following areas (see Table 30):

1. The average employed subject had a high school diploma while her unemployed counterpart had some high school and a GED certificate.

2. The mean age for the employed was 21.5 years; the unemployed 20.6 years.

3. The employed had a mean of less than 1.5 children (1.47) per household; the unemployed had nearly 2 children (1.97) living with her.

4. The employed reported less barriers to returning to regular school following the CEC experience than the unemployed.

5. Likewise, the employed had twice as many types of support which influenced her in obtaining a job (mean=3.04) than the unemployed who had a mean of 1.47.

6. The employed reported having had three times as many full-time jobs as the unemployed.

7. The employed also had twice as many part-time jobs as the unemployed counterparts.

8. Finally, the employed stayed on her "longest held job" close to a year, while the longest the currently unemployed stayed on her job was between 3 to 6 months.

Table 30

Differences Between Employed and Unemployed Respondents

Who Became Pregnant in Their Teens

Variable	Employment Status	N	Mean	SD	t	P
Formal Education	Unemployed	42	2.40	1.10	3.22	P<.01
	Employed	42	3.11	.91		
Age	Unemployed	42	20.61	1.92	2.04	P<.05
	Employed	42	21.54	2.23		
No. of Children Delivered	Unemployed	42	1.61	.93	.78	NS
	Employed	42	1.47	.70		
No. of Children in Household	Unemployed	42	1.97	1.21	2.05	P<.05
	Employed	42	1.47	.99		
No. Barriers Preventing Schooling	Unemployed	41	.90	1.46	3.16	P<.01
	Employed	42	.14	.47		
No. Types Support Aiding Schooling	Unemployed	40	2.00	2.42	1.9	.0569
	Employed	41	3.02	2.34		.0568
No. Types Support Aiding Employment	Unemployed	36	1.47	1.40	5.40	P<.0001
	Employed	42	3.04	1.12		
No. of Full-Time Jobs	Unemployed	38	.60	1.15	4.39	P<.0001
	Employed	39	1.82	1.27		
No. of Part-Time Jobs	Unemployed	42	.92	.99	3.99	P<.0001
	Employed	41	1.85	1.10		
Length of Longest Held Job	Unemployed	42	1.95	1.85	5.12	P<.0001
	Employed	42	3.83	1.49		

Significant data indicate that the employed had more psycho-social supports (mean=3.02) that facilitated the return to school than the unemployed subjects (mean=2.0).

It should be noted that the t-tests yielded no significant difference in the number of children born to the employed or the unemployed. The employed had a mean of 1.4 children while the unemployed had a mean of 1.6 children.

In summary, this was a one-group descriptive-exploratory study in which former pregnant teens were interviewed about their employment status, educational and vocational training background, and the nature of their psycho-social supports which facilitated their educational endeavors and job readiness or "marketability." The findings of this chapter will be interpreted in Chapter 4, along with a discussion of the implications for intervention and future research.

In Their Own Words

Additional Needs

...It would have been good if they had a class where the girls and their boyfriends discuss their feelings about the pregnancy and their relationship.

...I think if the father of the baby was included in some of the classes, he would know what to expect and what the girl has to go through.

...When I was in the Program, some of the girls were having personal difficulties. I think more counseling services would have really helped them.

...I wish there had been a trained counselor to help me work through the adoption so that I could adjust to the separation. I know I made the right choice because I couldn't have done a good job but I wish there had been someone I could have really talked to.

...The Program helped me a lot. I was young then and I wasn't prepared at all for having a baby. If it hadn't been for CEC, I don't think I would have known what to do. I wish my boyfriend could have joined in one some of what we learned.

...The Program was really valuable. I wish I could have had continued emotional support even after I gave birth.

...The Program was really worth going through because it taught me values and the people were supportive when my family wasn't. It would have been even better if they had courses on human relations and on being a single parent.

CHAPTER 4

DISCUSSION

The purposes of this study were to: 1) describe the population of adolescent childbearers, and 2) explore, identify, and describe the nature and extent of variables that impact upon the population's marketability and employment status. In the hope of providing information relevant to the design of the most responsive services, our goal was to ascertain areas of resource provision that would promote the financial self-sufficiency and general welfare of females who deliver in their teens.

This chapter will provide interpretations of the study's findings in several sections. First to be presented, in the form of an adolescent childbearer profile, is an overview of respondent similarities. Next, variables that impacted upon the mothers' ability to complete their education, and attain and maintain employment will be discussed. Subsequent sections will consider implications for intervention measures, service provision, and future research. A brief concluding statement will follow.

PROFILE OF THE ADOLESCENT CHILDBEARER

The results of the study suggested that our "typical" adolescent childbearer was Hawaiian or part Hawaiian in ethnicity, and approximately 21 years old at the time of interview. Most often the mother of one, she and her child frequently lived with family members, and resided in the geographical area in which she was raised. She was likely to be a high school graduate; however, as previously mentioned, this likelihood may have stemmed in part from the sample being drawn from the CEC Program, an alternative to educational disruption. She had little or no vocational training, and this seemed most often to result in unemployment or

short-term, sporadic employment with minimal wages. Thus, it comes as no surprise that our typical adolescent childbearer depended upon external financial supports to make ends meet.

THE EMPLOYED VS. THE UNEMPLOYED

Interestingly, while the respondents had many similarities, the data revealed that the sample was evenly divided with regard to employment status; 50% of the females were working and 50% were not. Given that all of the respondents experienced early pregnancy and faced early maternal responsibilities, we sought to identify and understand the factors that led to the group's division in this area. Why were some of the mothers working while others were not? What were the differences in characteristics and in circumstances of the employed and unemployed?

Educational Attainment

While the research literature highlights this population's vulnerability to educational disruption, 62 out of the 84 respondents in the present study attained their high school diploma. This is a higher rate of high school completion than would be expected for all pregnant teens and is a reflection of the selectivity in the present sample; that is, the subjects of this study had all been enrolled in the CEC Program. In addition, the final sample of 84 may be overrepresented by those young women who had the most favorable life circumstances and thus were most available for contact by the investigators.

In the present sample, the high school diploma in itself did not prove sufficient in differentiating the working mother from the non-working. Rather, it was the attainment of at least some postsecondary education that appeared to be the significant factor, for while only 50% of those with high school diplomas were working, 81.25% of those with some postsecondary education were employed. As is the case with society at large, the study revealed that adolescent childbearers' rate of employment increased in accordance with their level of schooling.

Thus, the ability to avoid educational disruption and the opportunity to achieve, not only in high school but in higher education as well, are

crucial. Unfortunately, a "snowball" phenomenon often takes place; the adolescent childbearer is confronted with barriers that prevent educational attainment and as revealed in Chapter 3, the lack of educational attainment subsequently becomes a barrier to adequate employment.

Living Arrangements

Several studies have suggested that the adolescent's adjustment to early parenthood is most positive when she resides in the parental home. Furstenberg and Crawford (1978), for example, found that because young mothers were more likely to receive substantial amounts of financial assistance and familial child care support when they remained with relatives, those who resided with their families after giving birth were more likely to complete their education, secure employment, and avoid dependence on welfare.

It was therefore surprising to find that while more than half of the employed mothers in our sample lived with family members (57.14%), the number of non-working mothers who lived with family members was even greater (69.05%). Although residing in the environment known to best facilitate adjustment and employability, the greater percentage remained unemployed.

The discrepancy between our findings and those reported in the literature can only be speculated on. The majority of the mothers were Hawaiian or part Hawaiian and thus, belonged to a cultural group that holds a deep appreciation for family relationships, both immediate and extended. Young (1980) states, "In observing affiliation as a value system for Hawaiians, one is impressed by the degree to which people would commit themselves to maintain and advance relationships. Perhaps the basis for this degree of commitment is to be found in the Hawaiians' feelings toward children. A house without children is a house without life." Given these strong affiliative values, it is understandable that many of the young mothers and their children remained in the households of their families of origin. However, the option to reside in the parental home is not necessarily a reflection of the family's capacity to fully respond to the female's needs. While living quarters may be provided, it is possible that

the family members are unable to lend further aid. Thus, the high number of unemployed mothers in the sample who lived with family members may be the result of the family's inability to provide the additional supports crucial to employability.

The results of the study, and the existing literature, identify the availability of child care as perhaps the major determinant of employment status. According to Chilman (1983), "The young mother who wishes to further her education or to work full-time or part-time must find someone to care for her child." While the female's chances of receiving familial child care support are greater when she resides in her parental home, such support is dependent upon the family's provisional ability. Because of their own responsibilities, family members may not be in the position to care for the child, nor provide the financial assistance necessary for the purchase of child care. It is therefore possible that the high number of respondents in our sample who remained unemployed despite living with family members is in part the result of limited support in this area. Although limitations of our data prohibit any definitive conclusion, we suspect that is is not the female's living arrangements per se, but the additional type of support she receives from those she resides with, that influences her employment status.

Psycho-social Supports

Validation of our suspicion seems to emerge with the inspection of the sample's psycho-social supports, as significant differences were found in this area between the employed and the unemployed. The results of the study revealed that the respondents who had secured employment appeared to have had a greater number of supportive people in their lives and, were likely to be the recipients of more types of aid than those who were unemployed.

Concrete supports such as child care and financial assistance were identified as most crucial by both the working and the non-working women. As a young mother cannot enter the labor market until she finds someone or some institution to care for her child, and secures funds to pay for the service (Chilman, 1983), this finding came as no surprise. Furstenberg

(1976) stated, "Perhaps the greatest barrier to employment and training for young mothers is the need for child care, by far, the most expensive support service." This statement was indeed supported by our study, as the need for child care was most often cited as preventing entrance into the world of work. Given women's low wages, it is the rare female of any age who is so fortunate to hold a job that pays enough for her to support her family and meet the high cost of child care (Chilman, 1983).

Employed respondents differed from the unemployed in this crucial area of concrete support. Nineteen of the working mothers received child care and/or financial assistance from family members, and eleven of them from their spouse or partner. Comparatively, less than one-half of the non-working population received such support.

The working mothers also appeared to have received a greater abundance of advice and/or encouragement than their non-working counterparts. Friends proved helpful in this area, as the number of employed who received advice and/or encouragement from friends was triple that of the unemployed. The family members and/or spouse or partner of the working were also more giving in this area than those of the non-working.

Number of Children

The female who has a child during her adolescent years generally finds herself in a vulnerable position and often needs external aid; if she gives birth to a second child, as is often the case (Ricketts, 1973), this need heightens.

Unfortunately, it appears that as need increases, support too often decreases. Furstenberg and Crawford (1978), for example, found that because repeat pregnancy occurred more frequently in female headed families, which were already pressed for space and strained for resources, young mothers were more likely to move out of their parents' household when they became pregnant a second time. This move, whether to marry or to establish an independent residence, not only reduced the subsidies provided by the family in the form of room and board, but also lessened the chances that a relative would be available to provide day care (Presser, 1978).

Thus, the adolescent childbearer who has more than one child often

faces diminished support at a time when an even greater abundance is needed. If familial child care support is cut off, she faces the difficult task of finding substitute care; if she was purchasing the costly service, she faces even greater child care expenses. Therefore the respondents in the present study who had the responsibility for more than one child, specifically three or more children, were more often unemployed and dependent on welfare than those who mothered only one. Because increased child care costs reduce the "profitability" of working, employment rates decline.

Age

It should be pointed out that despite the barriers mentioned, age appears to play a positive role in employment status. Card and Wise (1978) report that while most teenage mothers are not working one year and five years after high school, eleven years later (when they are in their twenties), the majority are employed. From their Baltimore study, Furstenberg and Brooks-Gunn arrived at similar conclusions; five years after birth, less than half of the adolescent childbearers in their study held jobs while 12 years later, 67% of their sample were working.

Although our study encompassed a narrower age range than those mentioned above, the data revealed a similar trend. Respondents between the ages of 17 and 22 were found to comprise 83.34% of our unemployed population while only 16.66% of our non-working were between the ages of 23 and 26. Thus, as age and number of years after high school increased, so did the rate of employment.

Vocational Training

Employment rate seemed to further increase with access to vocational training. Although 75% of our total sample did not receive such services, of those who did participate in a formal training program, 54.55% were working. This fact indeed highlights the importance of such programs. In addition, while the study did not attempt to ascertain the quality of positions held by the employed respondents, answers to an unstructured question indicated that the vast majority remained in positions for short

periods of time and held jobs that offered both limited earnings and advancement possibilities. Thus, the availability of vocational training, and the provision of supports that would allow such participation, would not only increase the population's employment rate, but open the door to higher-paying and more rewarding job opportunities as well.

Evidence from the study reveals that it is not a single factor that determines the adolescent childbearer's employment status but rather, the interplay of many. Age, educational attainment, the extent and nature of psycho-social and concrete support received, the number of children one has primary responsibility for, access to vocational training, and the availability and affordability of child care, all impact upon the female's ability to secure and maintain adequate employment, and thus, determine her life-long economic pattern. Intervention measures that are timely and responsive are therefore, vital.

IMPLICATIONS FOR INTERVENTION

While the CEC Program appears to have helped many adjust to early motherhood, personal comments of the respondents and findings of our study point to additional areas of service provision. Based on insight gained from contact with the young mothers and from the study's data, the following is a brief summary of intervention measures that would further improve the general welfare of adolescent childbearers.

CEC Additions

While the CEC Program is a comprehensive one, incorporation of the respondents' recommendations can prove fruitful. Suggestions that emerged from the young mothers' personal comments include:

a) the addition of courses on subjects such as human relations and single parenthood;
b) boyfriend/husband participation in activities, classes, and discussions;
c) the maintenance of close ties with the regular schools;
d) stronger individualization of class work;
e) the addition of specialized vocational classes (e.g. typing, use of business machines, etc.);
f) a greater emphasis on personal and career counseling; and
g) continued support after delivery (follow-up care).

Vocational Training

The availability of services that promote employability appear crucial. Because young mothers often find themselves unemployed or in positions that offer limited earnings and mobility, programs designed to better prepare the population to successfully compete in the labor market are necessary. The provision of career counseling, job training, and job placement services, if offered in a manner sensitive to the special needs and family

responsibilities of parenting teenagers, can greatly impact upon the females' future self-sufficiency.

Child Care Services

The lack of child care was most often identified by the respondents as a problem. Because the adolescent childbearer's educational attainment and employment status are often dependent upon her ability to secure child care, the provision of such services is sorely needed.

Aiding the population in this area requires child care that is not only available and affordable, but also responsive to the special needs of the mothers. For example, to accommodate the schedule of a young mother who is also a student, facilities must open early and be accessible by public transportation. In addition, because many adolescents are inexperienced in their parenting roles, they may require special attention in coordinating child care routines with home care routines, and in obtaining specific services (e.g. health care, social and developmental services) when required (Klerman, 1983).

Such responsive child care services can be provided in various organizational contexts, such as high schools and alternative schools like CEC, youth-serving agencies and service centers, local churches, and family day care homes. School-based clinics and alternative school programs, for example, can include on-site child care as a component of their service package.

Family Care Programs

Research has suggested that the absence of other individuals in the household, especially supportive adults, may have a negative impact on the adolescent and her child. Young mothers living on their own have been found to have a higher likelihood of dropping out of school due to problems in locating adequate child care and the lack of parental encouragement.

The present study highlights the importance of family relationships; respondents who were the recipients of familial concrete and psycho-social supports had a higher rate of employment than those who did not benefit from such aid. Thus, efforts that encourage and strengthen the support of

the adolescent's family of origin appear imperative.

Home visits, interviews and follow-up, and special group activities are possible avenues for promoting the inclusion of family members in existing agency programs for teenage mothers. In addition, special counseling may prove beneficial, as many families need assistance in dealing with the trauma surrounding the pregnancy itself and the conflicts that inevitably arise when a new family unit is incorporated into the existing one (Klerman, 1983).

Family Planning

Findings that the responsibility of a second child negatively impacts upon the adolescent childbearer's life chances and heightens her risk of social and economic disadvantage point to the importance of prevention of subsequent pregnancies during youth. Hence, the timely provision of family planning/contraceptive services, and the identification of ways to effectively motivate young mothers to avoid further childbearing should be priorities.

As previously mentioned, the interplay of many variables impact upon the employment status and general welfare of the adolescent childbearer. Thus, resource provisions that encompass all variables are critical.

IMPLICATIONS FOR FUTURE RESEARCH

The study of women who became pregnant in their teens explored, identified, and described the nature and extent of variables that impact upon the "marketability" and employment status of the target population. However, in retrospect, recommendations for researchers interested in this particular population are in order. First, to facilitate any type of longitudinal study, programs need to maintain basic information, such as periodic updating of name, address, and telephone numbers. Secondly, in developing questionnaires related to work and self-sufficiency, a direct question on the amount of income needs to be added. Otherwise, it becomes very difficult to determine whether a person has attained self-sufficiency, since being employed itself is no guarantee of securing a living wage.

SUMMARY & CONCLUSION

In this study, the women who became pregnant in their teens were described, and the nature and extent of the variables that impacted on their ability to complete their education and training, and attain and maintain employment were identified. It was determined that if the women are able to limit their early childbearing to one child and they have access and/or resources to pay for child care, they have a good possibility of avoiding economic dependency and unemployability. The challenge is to assure the provision of child care while the young women complete their education and job training. In addition, low cost, quality child care is needed once a job is located. Intervention programs would do well to also offer timely support services to the young mothers, their "families of origin," and significant others.

Researchers can also assist service deliverers by evaluating the effectiveness of various programs already in existence which specifically address the job readiness, employability and "marketability" of adolescent childbearers. Finally, more in depth research in the area of "marketability" of this high risk population is welcomed.

In Their Own Words

Vocational Needs

...It would have been good if there had been more career counseling.

...I think the CEC Program would be even better if they had job training. I've been lucky because I found a job I like. A lot of my friends are also mothers but they don't know how much potential they have. I think maybe if they can get some job training, they would see a way out and feel better about themselves.

...I would have liked to have taken special training classes such as business courses, typing, business machines.

...I really want to work and be a secretary but it's hard to get a job that doesn't pay minimum wage.

...I have a full-time job but it's still hard to make ends meet.

In Their Own Words

Child Care

...I think if there had been a day care center at the school I would have been able to graduate. It's really hard and there's a lot of pressure but as long as you don't give up, things will work out. I really want to make something of myself. I always wanted to be a nurse so hopefully I can find people I trust to watch my kids.

...I think the Program is good but I need help getting my feet on the ground now. I want to find a job in banking or bookkeeping (anything to do with numbers) but I can't find anybody to watch my kids.

...I want to get out of the house and do something but I can't because I have no one to take care of my kids. Actually, I want to become a mechanic.

...I think we need more child care funds or programs for working mothers who are on welfare, or some support for people who want to work but can't because child care costs so much.

In Their Own Words

Referrals

...It would be good if CEC had closer ties with the high schools for activities like pep rallies.

...More information should be given out about the Program because if I didn't ask, I wouldn't have known about it. Some of my friends just quit school because they didn't know about the Program and they were shame to go to regular school.

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Appendix A

Survey Correspondence
Respondent's Questionnaire

JOHN WAIHEE
GOVERNOR
[redacted]

Charles T. Toguchi
[redacted]
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION—WINDWARD OAHU DISTRICT
OFFICE OF DISTRICT SUPERINTENDENT
45-955 KAMEHAMEHA HWY.
KANEOHE, HAWAII 96744

March 5, 1987

Dear Former Student:

We are always interested in how our continuing education program can best meet the needs of our students. Although it may be some time since you participated in the Windward District Continuing Education Program (held at Kaneohe Elementary School) we would like to learn about some of your experiences both while in the program and since leaving the program.

Would you please complete and return the enclosed form in the self-addressed envelope in order to help us schedule an appointment with you? Upon receipt of the card, our interviewers from the University of Hawaii School of Social Work, Ms. Cindy Shimomi or Ms. Carol Chang, will be contacting you to plan a convenient meeting time. The information you provide will remain confidential. Should you have any questions about this letter, please do not hesitate in contacting Ms. Shimomi at 373-9217 or Mrs. Chang at 488-0025 after 5:00 P.M. Thank you for your interest and cooperation.

Sincerely,

Sakae N. Loo
SAKAE N. LOO
District Superintendent
Windward Oahu District

Fran Jorgensen
Fran Jorgensen
District Educational Specialist
Special Services

Louella M. Chang
Louella Chang
Resource Teacher

SNL:gu

Enc.

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

MEMORANDUM

To: Former Student of the Windward Continuing Education Program

From: University of Hawaii, School of Social Work
Ms. Carol Chang (ph. 488-0025)
Ms. Cindy Shimomi (ph. 373-9217)

Thank-you for responding to our earlier letter regarding your participation in the the Windward District Continuing Education Program. At your request, we are sending you the questionnaire requesting your response about experiences while in the program and since leaving the program. We hope you will take the time to complete all the questions as best as you can and return it to us in the self-addressed envelop by June 1, 1987.

Again, thank you for your time and cooperation.

PART 1 - PERSONAL INFORMATION

1. In what geographical area do you live?

___Central Oahu
___Honolulu
___Leeward Oahu
___Windward Oahu

2. What year were you born? _____

3. From the list below, choose the cultural group that best describes you.

___Asian
___Black
___Caucasian
___Polynesian
___Other (specify) _____

4. What are your current sources of financial support? (Check all that apply)

___Food stamps
___Welfare
___Social security
___Veterans
___Child support
___Unemployment insurance
___Job
___Friend(s)
___Family
___Spouse/partner
___Other (specify)_____

5. How many children did you give birth to?

___0
___1
___2
___3
___4
___5
___More than 5

6a. How many children currently live with you?

___0
___1
___2
___3
___4
___5
___More than 5

6b. Who else are you currently living with? (Check all that apply)

___No one else
___Spouse/partner
___Family member(s)
___Friend(s)
___Other (specify) _____

PART II - EDUCATIONAL INFORMATION

1. What is your educational background?

___Some high school
___High school graduate (GED)
___High school graduate (diploma)
___Some college
___College degree or more
___On-the-job-training
___Formal training program: (specify)_____

2. When were you in the Windward CEC Program? (Check all that apply)

___Fall '79
___Spring '80
___Fall '80
___Spring '81
___Fall '81
___Spring '82
___Fall '82
___Spring '83
___Fall '83
___Spring '84
___Fall '84
___Spring '85
___Fall '85
___Spring '86
___Fall '86

3. While in the Windward CEC Program, did you attend classes:

___All of the time
___Most of the time
___Some of the time
___Not too often
___Hardly ever

4. The following is a list of subjects which were offered in the Windward CEC Program at one time or another. Based on the scale below, indicate the ones you took by circling the number that best describes how useful you have found each to be in your life.

1=Not useful 2=A little useful 3=Neutral 4=Somewhat useful 5=Very useful

						COMMENTS:
ENGLISH.....	1	2	3	4	5	_____
MATH.....	1	2	3	4	5	_____
SCIENCE.....	1	2	3	4	5	_____
SOCIAL STUDIES.....	1	2	3	4	5	_____
ADVANCED GUIDANCE.....	1	2	3	4	5	_____
PERSONAL DEVELOPMENT (Family Living).....	1	2	3	4	5	_____
PARENTING & CHILD CARE.....	1	2	3	4	5	_____
CLOTHING & TEXTILES.....	1	2	3	4	5	_____
FOODS & NUTRITION.....	1	2	3	4	5	_____
SKILLS LAB.....	1	2	3	4	5	_____
ARTS & CRAFTS.....	1	2	3	4	5	_____

5. What was the overall value of the Windward CEC Program for you?

___Very valuable
___Somewhat valuable
___Neutral
___Of little value
___Of no value

6. Based on your experience in the Windward CEC Program, what would you suggest they add or leave out?_____
_____
_____
_____

7. If you had to do it over again, would you rather:

___Participate in the program again
___Attend regular school
___Have a home tutor
___Other (specify)_____

8a. After participation in the program, did you return to regular school?

___No
___Yes, and graduated
___Yes, but later dropped out

8b. If no, or if dropped out, what were the reasons? (Check all that apply)

___Lack of child care
___Lack of transportation
___Had to get a job
___Others encouraged me not to continue school
___No interest in school
___Didn't fit in
___Personal health problems
___Health problems of child
___Too many home responsibilities
___Other (specify)_____

9. If you continued your education, who of the following influenced you to do so? (Choose the number(s) that best describes how they influenced you)

0=Not applicable 1=Advice 2=Encouragement 3=Helped with referrals and contacts

4=Concrete help (e.g. child care, money)

(EXAMPLE: 3 SOCIAL WORKER)

___Family member(s)
___Spouse/partner
___Friend(s)
___Clergy
___Social worker
___School counselor
___Teacher
___Self
___Other (specify)_____

PART III - VOCATIONAL INFORMATION

1. What is your current occupation or work activity?

___Homemaker
___Student
___Employed part-time
___Employed full-time

If employed, what is your job title?_____

What are your duties?_____
_____

2. If you are currently working or have worked in the past, who of the following influenced you to get your job? (Choose the number that best describes how they influenced you)

0=Not applicable 1=Advice 2=Encouragement 3=Helped with referrals and contacts
4=Concrete help (e.g. child care, money)

(EXAMPLE: 3 SOCIAL WORKER)

___Family member(s)
___Spouse/partner
___Friend(s)
___Clergy
___Social worker
___School counselor
___Teacher
___Self
___Other (specify)_____

3. If you are not currently employed, would you like to work?

___Yes
___No

4. If you checked yes, what is preventing you from getting adequate employment? (Check all that apply)

___Health problems
___Housing problems
___Need for child care
___Need for transportation
___Need for money/living expenses while looking & training for job
___Need for clothing
___Need for education
___Need for job application/interviewing skills
___Need for information on how to get job training
___Need for job placement
___Need for career counseling
___Need for personal and self-esteem development
___Other (specify)_____.

5. How many full-time and part-time jobs have you held?

Full-time	Part-time
___0	___0
___1	___1
___2	___2
___3	___3
___4	___4
___More than 4	___More than 4

6. What was the longest you ever worked at a single job?

___Less than 3 months
___3 months to less than 6 months
___6 months to less than 1 year
___1 year to less than 2 years
___2 years to less than 3 years
___3 years to less than 4 years
___4 years or longer

7. How did you get the job that you held the longest?

___Through a friend
___Through a family member
___Newspaper ad
___Saw sign in window
___Public/state employment agency
___Private employment agency
___Other (specify)_____

8. Why did you leave that job?

___Still at the job
___Fired
___Found a better job
___Had to care for child
___Didn't like the work
___Didn't like co-workers/boss
___Other (specify) _____

Thank you for your time and energy in completing this questionaire. If there is anything we've missed or if a specific need has not been expressed, please comment here._____

MEMORANDUM

TO: Former student of the Windward Continuing Education Program

FROM: State of Hawaii, Department of Education &
University of Hawaii, School of Social Work

We are writting to request your participation in a follow-up study of the State of Hawaii's, Department of Education, Windward Continuing Education Program. Earlier this Spring, a letter was mailed to your last known Hawaii address. Since we did not hear from you, we contacted others who provided us with your current address. (We hope this does not offend you in any way.)

It is very important to our study that we receive as much feedback from former students as possible. Therefore, we are requesting that you complete the enclosed questionnaire and return the form in the stamped, self-addressed envelop by June 15, 1987. (For your information only, we have enclosed a copy of the first letter mailed to you).

In advance, thank-you for your cooperation.

APPENDIX B

A Look at the Continuing Education Center (CEC)

A LOOK AT THE CEC PROGRAM

The participants of this study were drawn from class rosters of the Windward District Continuing Education Center (CEC). In 1987, after the data collection had been done, the name was officially changed to Pregnant Teen Center. Both names are used interchangeably.

As an alternative high school program, its goal is to help pregnant students in Windward Oahu School District avoid educational disruption. The students remain registered at their regular high schools during program participation, and are usually encouraged to return upon program completion. Generally, they remain at CEC until the end of the semester during which they deliver their babies. The program offers a curriculum that fulfills the traditional high school requirements while meeting the special needs of the pregnant teens.

English

The English Program is comprised of courses that emphasize and integrate the areas of reading, writing, literature, language study, and oral communication (listening and speaking). Designed to help the student develop: 1) basic skills for learning and effective communication; 2) decision-making skills; 3) a continually growing philosophy that reflects responsibility to self as well as to others; and 4) creative potential and aesthetic sensitivity, the courses are geared to meet the student's grade level English requirements.

Social Studies

In compliance with the D.O.E. Academic Program policy statement, the primary goal of the Social Studies Program is to provide each student with the knowledge, skills, attitudes, and values that promote responsibility as a participatory citizen of American society. Like the English courses, the Social Studies Program is designed to meet the student's grade level requirements.

Integrated Special Skills Lab

The Integrated Skills Lab is offered in recognition of the fact that many of the students will have a difficult time completing school due to the responsibilities of early motherhood. Designed to enable students to make up an English or Social Studies deficiency incurred prior to their enrollment in Continuing Education Class or to accelerate their graduation by earning extra English or Social Studies credits, the lab offers individualized work geared to meet the basic requirements of the course for which she is to earn credits.

Consumer Mathematics

The math course, designed to enable students to solve basic mathematical problems encountered in business and private life, strongly focuses on the areas of home and financial management. Problems in buying, unit pricing, credit and installment purchasing, budgeting, banking, income taxes, and units of measurement are areas of study. In addition, basic mathematical skills are reviewed to develop speed and accuracy in arithmetic fundamentals.

Family Living (also referred to as Personal Development)

Utilizing outside resource persons (e.g. nurses, doctors, teachers, parents, former students), this course addresses the immediate concerns of the pregnant student and prepares her for her new role as a mother. Three areas are focused upon: 1) prenatal concerns such as human reproduction, fetus development, proper care and nutrition, the birth process (labor and delivery), and physical and psychological preparation for delivery; 2) post-partum concerns such as understanding the importance of post-partum care, breast and bottle feeding, family planning and birth control knowledge, and coping skills; and 3) legal concerns such as the implications of the Uniform Parentage Act and the rights and responsibilities of those involved (the mother, the father, and possibly the grandparents), and the resources that may be tapped for financial and emotional support (WIC, Food Stamps, DSSH, social agencies).

Parenting and Child Care

Because adolescent childbearers comprise a population at high risk, much emphasis is placed on the development of parenting skills. By utilizing many outside resources, the course addresses a wide range of subject areas including: 1) newborn characteristics; 2) infant stimulation; 3) care of an ill child; 4) accident and poison prevention; 5) feeding and nutrition; 6) growth and development; 7) discipline; and 8) child abuse. Field trips and laboratory experiences provide hands-on training and further the student's learning of childrearing responsibilities.

Foods and Nutrition

The focus of this course is on the nutritional requirements of the expectant mother and the developing fetus. Students are taught an appreciation of the basic food groups and are aided in nutritional planning, food selection, and meal preparation. Consumer education is also covered by having students compare prices, judge values, and shop directly in markets.

Clothing and Textiles

The need for maternity clothes, as well as infant garments, quilts, and toys, is addressed through this course. By completing clothing projects for themselves and their babies, students are helped in: 1) the selection of materials; 2) understanding fabric construction and care; 3) the choice and use of appropriate notions; 4) the use and care of a sewing machine; 5) the repair and mending of apparel; and 6) the removal of stains.

Arts and Crafts

This course is an introduction to basic arts and crafts skills. By experimenting with a wide variety of art materials, tools, and equipment, students are given a better appreciation for visual elements such as form, texture, space, and movement.

Advanced Guidance

The most recent addition to the CEC curriculum is the Advanced Guidance Class, offered for elective credit. This course serves to develop and expand the student's skills in human relations and decision making, and promotes economic independence by providing guidance in such areas as resume writing, interviewing skills, and career goals.